Guidance Document - What do I include in my report?

We have produced this document at the request of EHE families. Families are sometimes unsure what to include in their report. We hope this document will alleviate any concerns and allows you to feel confident in your report submission.

Once you have submitted your report you will either be:
- given a formal satisfactory response or
- asked for additional information as the information provided within your report is not sufficient to confirm that your child is in receipt of a suitable education.

You will then be required to submit a report once a year. If at any point you would prefer a home visit please let the EHE team know – eas@shropshire.gov.uk. It is not mandatory to include examples of work or photographs, but it is always welcomed as we enjoy seeing what your children have been learning.

How should I format my report?

You can format your report in any way you wish. We have an optional report template available to download from our website - https://www.shropshire.gov.uk/schools-and-education/school-attendance-or-exclusion/elective-home-education/.

What do I need to include?

Mandatory - what you need to include in your report	Optional - what you may like to include in your report
How your child is receiving an education that is suitable to their age, ability, needs and aptitude.	Any specific achievements e.g. swimming badge, certificate, building a bird box etc.
What progress your child has made in maths.	Your educational philosophy.
What progress your child has made in English.	What social and physical interactions your child enjoys such as, being part of Scouts and a local hockey team.
How you ensure your child is receiving a full-time education (the other things they are learning).	Any hobbies your child may have such as coding, make up styles, crafts, gardening etc.

We have examples of full satisfactory reports from Shropshire families available on our website. We have also provided the report writing guidance produced by Education Otherwise. Both are available at: https://www.shropshire.gov.uk/schools-and-education/school-attendance-or-exclusion/elective-home-education/.

Extracts from satisfactory reports
Extract 1

X is a curious and enthusiastic 10-year-old girl who has embarked on a child-led project-based education journey. In this approach, X takes charge of her learning and exploring topics that interest her.

Exploring the Wonders of Space:
One of X's keen interests lies in the vastness of space and the wonders it holds. With guidance from us, she embarked on a project to explore the solar system. X studied the planets, their unique characteristics, and their place within the universe. She created a stunning model of the solar system using recycled materials, showcasing her understanding of the planets' sizes and distances from the sun. X even composed a captivating poem about each planet, displaying her creativity and love for the subject.

Unravelling the Mysteries of Ancient Egypt:
X's thirst for knowledge took her on an exciting journey through the world of ancient Egypt. Intrigued by the pyramids, mummies, and the rich history of this ancient civilization, X decided to delve deeper. She researched the process of mummification and was able to construct a mini-mummy using materials she found at home. She also built a replica of the Great Pyramid of Giza using cardboard, showcasing her impressive problem-solving and construction skills. X wrote a creative story based on a visual prompt of hieroglyphics.

Creating an Eco-Friendly Garden:
Passionate about nature and the environment, X took on a project to create her very own eco-friendly garden. She learned about the importance of sustainable gardening practices, such as composting, organic pest control, and water conservation. X designed a blueprint for her garden, selecting plants that attract beneficial insects and help

sustain local wildlife. With her Dad's help, she built a small raised bed, planted her chosen flowers and vegetables, and documented the growth and changes over time.

Discovering the World of Coding:
Recognising the importance of technology, X decided to explore the world of coding. She started with block-based programming and learned to create simple animations and games. As her confidence grew, X transitioned to text-based coding languages, creating interactive stories and puzzles. She even organized a coding workshop for her friends, where she shared her newfound knowledge and inspired others to explore the world of programming.

Maths
We try to incorporate maths in our projects, but this is not always ideal. Therefore, we now follow the White Rose Maths scheme. X started the year 5 book at the beginning of the year and has completed all of this and has recently started on year 6. X does find maths challenging so we have also hired a tutor who supports X for 2 hours a week. X has gone from working towards, to working at. We hope over time this develops into greater depth.

X's journey in child-led project-based education has been inspiring. By following her interests, she has gained a deep understanding of various subjects, honed her research and problem-solving skills and developed a sense of self-direction and initiative. X's projects on space, ancient Egypt, eco-friendly gardening, and coding show her curiosity, creativity and dedication to learning.

Extract 2
Maths
X is currently working a year behind her chronological age due to time missed whilst she was attending school. We feel she is making great strides in catching up on missed topics and by the end of the year will be back in-line with her chronological age.
Examples of work and progress completed:
– Converting from fractions to decimals to percentages – X took a while to grasp this at the start but is now progressing onto improper fraction conversions.
– Multiplication - X is finally confident with all of her times tables.
– Graphs – X has been exploring data and its graphical representation. Initially, X was only aware of a bar chart and tally chart. We have since discovered line graphs, box and whisker plots, pie charts and scatter graphs. X has enjoyed collating her own data (favourite foods, travel distances and car colours) to produce her own graphs.
– Time – X has been studying train times. When we go on family trips X is now responsible for time management and to plan the day.
– Real-life Maths - X has been redecorating her room. Initially she measured out the whole room and made a small-scale blueprint. Then calculated the area of her room to make sure she was utilising her space with current furniture. I gave X a set amount of money for her to budget all of her needs. She calculated the perimeter of her walls to figure out the area coverage for the amount of paint to purchase. X has nearly completed this project and still has some money left over due to her fantastic budgeting skills, so is using this to buy new decorations.

English
We are using KS4 CGP books for English and EdPlace. X currently has an overall score of 86% on EdPlace which is up 16% from last year. X has independently read Of Mice and Men as her evening reading book. She has created posters for the book and a book review. To incorporate speaking and listening skills X has recorded a monologue of the character Lenny. X has a passion for writing her own stories. She mainly enjoys writing horror stories but does delve into a variety of other genres from time to time. X completes most of her English work on her laptop. I have recently had to disable the automatic spellcheck function as I began to notice X was not developing her spelling and grammar skills as she was becoming far too reliant upon technology. We have recently discovered the Literacy Shed which we both thoroughly enjoy using. Thought-provoking videos provide us with loads of topics to discuss and write about.

We have entered X for GCSE literature this year and she will be taking GCSE language next year. We have already completed 2 mock exams and in the 1st, X scored a grade 5 and in the 2nd, she scored a grade 6. Her aim is to gain a grade 7 in the actual exam.

If you have any questions regarding your report, please get in touch with the EHE team at eas@shropshire.gov.uk*.*